



A STUDY OF THE EMOTIONAL WELL-BEING OF TEACHER EDUCATORS IN DELHI

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ABSTRACT

The education system of a nation is pivotal in the development of its society. In today's dynamic educational system, the role of the teacher educators is important for the future of teaching profession. In the present paper, the researchers focused on the emotional wellbeing of teacher educators teaching in Delhi and also made comparison between the type of institutions as one variable and teaching experience as another variable. An Emotional Wellbeing Scale prepared by Ed Diener and Robert Biswas-Diener (2008) was used and data was collected from 100 teacher educators through Google form. The findings revealed that the Teacher Educators are facing issues in balancing emotional well-being in life and the Teacher Educators who are in Government B.Ed. colleges and with less year of teaching experience have better emotional wellbeing as compared to their counterparts.

KEYWORDS: Emotional Well-Being, Teacher Educators, Teaching Experience, Higher Education

INTRODUCTION

A teacher transmits, inspires, and promotes learners' never-ending thirst for knowledge. The entire education system has now revamped and taken a 360-degree turn. After the implementation of the National Education Policy (2020), the approach to teaching and learning has been changed.

There was a period when teaching was regarded as an art form, but with changing societal needs, teaching is now seen as a skill for which people are prepared. The principal goal for Teacher Education is to create enlightened educators who will in turn educate enlightened future teachers for a progressive society. For this, the academic and professional preparation of teachers and teacher educators is a must. To accomplish this goal, teacher preparation programmes must also be revised to the rapid changes around the globe.

However, with the recent changes and diverse needs of the learners, psychological stress has been observed to be the most common problem of the teachers. Many researchers have found that teachers are highly susceptible to the emotional tiredness (or burnout) that frequently results in attrition. Such burnout among teachers in the twenty-first century may have a severe impact on their well-being at work. Many teachers expressed dissatisfaction with their work on public forums (Kaden U., 2020).

An unhealthy work environment has an impact on employees' enjoyment, social relationships, performance, and health in addition to their motivation. Andrade, Bosano & Paz (2021) outlined that mental well-being of the teachers are at risk and needs to be focused on priority, especially after pandemic.

Furthermore, most of the national and international research data discussed about the psychological well-being of the teachers,

but there is a very limited data on the emotional dimension of teacher educators. It would not be untrue to quote that teacher educators prepare the future teachers, therefore, their personal, professional, emotional, psychological and social development must be taken care of during the pre-service and in-service teacher preparation programmes.

Wellbeing: A Psychological Construct

A key component of mental health is psychological well-being. Psychological well-being is described as resilience combined with hedonic (satisfaction, pleasure, excitement, enjoyment) and eudaimonic (meaningfulness, fulfillment, purpose behind the happiness) happiness. The major dimensions of psychological wellbeing are autonomy, environmental factors, self-acceptance, personal growth, and awareness about life objectives.

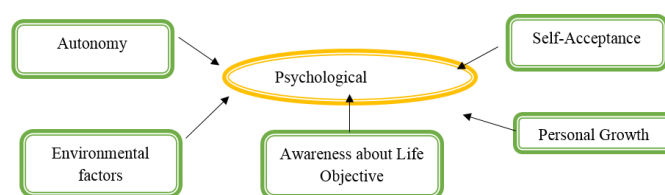


Figure 1: Major dimensions of Psychological Wellbeing

Meghrajani, V.R et. al. (2023) in their study gave a thorough assessment of the condition of mental health in India stressing the difficulties encountered and the ongoing programs for enhancing the provision of mental healthcare. It was found out that there is burden of mental health problems on people, families, and society as a whole. These problems cause people to live with lower quality of life, have trouble functioning, and have serious negative effects on the economy and society.

Andrade, Bosano, and Paz (2021) evaluated the psychological

discomfort, perceived stress, and life satisfaction of Ecuadorian instructors who embraced online learning in response to the COVID-19 pandemic. The findings revealed that there is need for activities that support teachers' wellbeing. Jimenez (2021) examined the stress levels and mental health of teachers working for the Central Luzon Schools Division in the Philippines and found that in terms of their mental health, instructors seldom have sleep issues. Hofmann,ⁱ Grob, and Kohlmann (2020) highlighted the value of teachers' mental health activities for their well-being and productive performance.

Dabrowski (2020) highlighted in his research that teachers needed support adjusting to "the new normal." The paper revealed that recognising and promoting teacher wellbeing will become increasingly important.

Katsantonis, I. (2020)ⁱⁱ investigated the relationships between contextual factors, stress and teachers' psychological health across organisational cultures. Gorsy, Panwar, and Kumar (2015) outlined that both personal and professional obligations had an impact on a teacher's level of mental health. The results showed that government school male teachers had superior mental health than female teachers.

Ramesh (2012) in his study found that B.Ed. students in various age groups had moderate levels of emotional intelligence, self-awareness, social awareness, and self-management.

Mittal (2011) conducted research on teacher candidates' emotional intelligence in relation to anxiety. The results showed a strong correlation between teacher candidates' anxiety and emotional intelligence. Anxiety and emotional intelligence are related; male and female teacher-trainees did not significantly differ in emotional intelligence, and there were no significant differences in emotional intelligence between teacher-trainees who belonged to the arts and science streams. However, there were significant differences in emotional intelligence between teacher-trainees who had high and low levels of anxiety.

Poornima and Reddy (2011) in their study on the emotional intelligence and occupational stress of special educators working in schools for children with hearing impairments revealed that there was no correlation between the emotional intelligence and occupational stress characteristics of special education instructors working in schools for hearing-impaired students.

Samhit Padhi and Jyoti Varma (2011) in their study on the efficiency of secondary school teachers in relation to emotional intelligence and life happiness showed that teachers in public and private schools, in urban and rural settings, had comparable levels of efficacy as educators, emotional quotient, and life satisfaction. The emotional intelligence of secondary school teachers was positively correlated with their efficacy as teachers. The emotional intelligence of secondary school teachers was positively correlated with their efficacy as teachers. The life satisfaction of secondary school teachers was significantly correlated with their success as a teacher, as were the various levels of effectiveness.

Uppal (2011) found a negative correlation between the emotional exhaustion measure of burnout and the social well-being, emotional well-being, and overall well-being of teacher educators. She discovered a strong relationship between happiness and job satisfaction, and that low burnout teachers had greater levels of efficacy than their peers.

Jadhav and Patil (2010) in the study on emotional intelligence among student teachers in relation to general intelligence and academic achievement indicated that there was no correlation between student teachers' emotional intelligence and academic accomplishment as well as no correlation between their emotional intelligence and general intelligence.

Kaur (2007) in her research on primary school teachers, revealed that there is no gender-based difference in well-being scores. The wellbeing of elementary school teachers with strong emotional intelligence is shown to be much higher than that of their colleagues. Teachers who experience high levels of stress are less happy than their peers who experience low levels of stress.

From the above review of related literature, it was observed that the teacher's emotional well-being is directly proportional to the well-being of the students and their performance. It was also revealed that the emotional and psychological well-being of people belonging to teaching profession is at risk nowadays. The emotional wellbeing of teacher educators is of utmost importance. It is significant to understand the underlying mechanisms underpinning this construct to create specialised and effective training programmes that enhance emotional wellbeing.

OBJECTIVES OF THE STUDY

- To explore the Emotional Well-being of teacher educators teaching in Teacher Education Institutes in Delhi.
- To compare the Emotional Well-being of teacher educators based on the following dimensions: -
 - Type of the Institute (Private v/s Government)
 - Teaching Experience (less than 05 years v/s more than 05 years)

METHODOLOGY OF THE STUDY

In this paper, the researchers gauged the emotional well-being of the teacher educators in Delhi and compared this psychological construct on different variables. This paper is descriptive in nature, and uses both qualitative and quantitative data for analysis. The tool was shared with 163 Teacher Educators through the Google form and the filled-in forms were received by 100 Teacher Educators. So, the sample size is 100 Teacher Educators.

The standardised tool prepared by Ed Diener and Robert Biswas-Diener (2008) which was available on Google. This tool has different sub-scales like Satisfaction with Life Scale, Emotional Wellness Scale and Psychological Flourishing Scale.

As the main objective of the research was to assess the

emotional well-being of the respondents, the researchers of this study used only emotional wellness sub-scale (EWS). The tool had 16 items and had two dimensions i.e., pleasant and unpleasant feelings, 08 items each. For each item, a number was to be selected from 1 to 5.

Pleasant Feeling Items: 1, 3, 5, 6, 7, 10, 14, 16 (8 items).

Unpleasant Feeling Items: 2, 4, 8, 9, 11, 12, 13, 15 (8 items)

Analysis and Interpretation

Objective 1: To explore the Emotional Well-being of Teacher Educators teaching in Teacher Education Institutes in Delhi.

Analysis: The data of 100 Teacher Educators was used for the analysis and interpretation. The data is as follows:

S. No.	Range of the scores	Description	Percentage of Teacher Educators scored on Pleasant Feeling Items
1	8-13	Extremely Low Pleasant Feelings	0
2	14-18	Very Low	7
3	19-23	Low	69
4	24-27	Moderate	17
5	28-30	High	7
6	31-35	Very High	0
7	36-40	Extremely High Pleasant Feelings	0

Table 1: Percentage of Teacher Educators scored on Pleasant Feeling Items.

S. No.	Range of the scores	Description	Percentage of Teacher Educators scored on Unpleasant Feeling Items
1	8-11	Extremely Low Unpleasant Feelings	0
2	12-16	Very Low	5
3	17-20	Low	21
4	21-25	Moderate	33
5	26-28	High	26
6	29-31	Very High	10
7	32-40	Extremely High Unpleasant Feelings	5

Table 2: Percentage of Teacher Educators scored on Unpleasant Feeling Items.

Based on the above data, it was revealed that most of the Teacher Educators experience either low on the items of pleasant feeling dimension or high in the unpleasant feeling dimension. This indicates that most of the Teacher Educators are facing low emotional wellbeing. 69 per cent of the Teacher Educators were found to have low and 7 per cent with very low pleasant feelings whereas 17 per cent and 7 per cent of Teacher Educators experience moderate to high pleasant feelings in life. Further, in the unpleasant dimension, 21 per cent and 5 per cent of Teacher Educators were found to experience low and very low unpleasant feelings. This shows their emotional well-being is comparatively better whereas 33 per cent and 26

per cent of Teacher Educators acknowledged that they observe moderate and high unpleasant feelings, respectively, indicating that a large number of Teacher Educators are facing issues in balancing emotional well-being in life.

The findings revealed that emotional well-being is a matter of concern in Teacher Education and there exists an alarming situation which demands the attention of different stakeholders towards bringing the intervention as early as possible for the Teacher Educators. It was also noticed that the Teacher Educators have consistent feelings of sadness and hopelessness.

Objective 2: To compare the Emotional Well-being of Teacher Educators based on the following dimensions:

- Type of the Institute (Private v/s Government)
- Teaching Experience (less than 05 years v/s more than 05 years)

Analysis: For the comparison based on Type of Institutes and experience, the researchers used percentage analysis: -

The Teacher Educators teaching in Private Colleges were 62 and Government colleges were 38 in number. Teacher Educators who have scored between 25-40 in Pleasant and Unpleasant Dimension was experiencing pleasant or unpleasant feelings.

S.No.	Description	Private Colleges	Government Colleges
1	Pleasant Feelings	30 per cent	55 per cent
2	Unpleasant Feelings	85 per cent	45 per cent

Table 3: Percentage of Teacher Educators on Pleasant and Unpleasant Feelings in Private/Government Colleges.

Interpretation

The percentage analysis of the data revealed that most of the Private B.Ed. colleges Teacher Educators experience unpleasant feelings in life whereas the Teacher Educators of government B.Ed. colleges were found to experience pleasant feelings in life.

Comparison based on Experience.

The Teacher Educators having experience of less than 05 years were 68 and with more than 05 years were 32 in number. Teacher Educators who scored between 25-40 in the Pleasant and Unpleasant Dimension were experiencing Pleasant or unpleasant feelings.

S. No.	Description	Less than 05 Years of Experience	Government Colleges
1.	More than 05 of Years Experience	60 per cent	37 per cent
2.	Unpleasant Feelings	40 per cent	62.5 per cent

Table 4: Percentage of Teacher Educators facing Pleasant and Unpleasant Feelings based on years of experience.

Interpretation

The percentage analysis of the data revealed that most of the Teacher Educators having less than 05 years of teaching experience were observed to have pleasant feelings about their professional life whereas the Teacher Educators with more than 05 years of teaching experience have experienced more unpleasant feelings with respect to their professional life.

FINDINGS

The findings revealed that the Teacher Educators teaching in government B.Ed. colleges have better emotional well-being as compared to the Teacher Educators of private B.Ed. colleges. It was also found that the Teacher Educators having less than 05 years of teaching experience and teaching in government B.Ed. colleges have better emotional well-being as compared to the Teacher Educators of private B.Ed. colleges and of those who have more than 05 years of teaching experience.

Implications

This study has the following implications:

- The importance of emotional wellbeing of teacher educators is not given the proper consideration. According to research, people don't take care of their mental and emotional health. Thus, a unique drive must be carried out in B.Ed. colleges that emphasise the necessity and importance of concerns about their emotional wellbeing. Teacher Educators need to understand how important it is to maintain sound emotional and mental health. They should therefore take part in conferences, workshops, and meetings on health-related issues.
- An academic component related to strategies to handle mental and emotional well-being must be incorporated into the curriculum of pre-service teacher education. It would prepare the teachers and teacher educators right from the beginning on how to handle the emotional well-being of themselves and the people associated with them.
- Teacher Educators must be made aware of some Self-administered mental and emotional well-being tools that may help them assess their mental health.
- The administrative system must be proactive in identifying and offering the appropriate support to the Teacher Educators who require emotional support. Following identification, systematic inquiry and referral must be made.
- In educational institutions, some exercises and activities related to happiness, peace, and mental health must be carried out. Additionally, interactions with the Teacher Educators may be conducted occasionally. This could aid the administrative system in learning about the problems that Teacher Educators may be facing in life.
- Encouragements to discussion on "self-care" must be done which may put a special focus on the individual teacher and teacher educator's mental and emotional wellbeing.

CONCLUSION

The development of a society depends on its educational

system. And the advancement of civilization would result from a dynamic, forward-thinking, and demanding educational system. That is why it is claimed that a nation's future can be changed by a competent teacher. Teachers who are good at their work can inspire change in the classroom. Hence, a dynamic, flexible, and practical teacher-education system is required to train the teachers of tomorrow. A system which may prepare front-line educators to meet societal needs and develop the right kind of teachers for the future is required. However, various research has reported that teachers and teacher educators experience emotional crises that affect the individual and the lives of people associated with them. Being a teacher comes with a lot of responsibility and the need to maintain emotional control. Teachers who are under excessive stress may suffer negative effects on their performance in the classroom, in their personal lives, and most significantly, on their students.

The conclusion of this paper resonates with the conclusion of previous researches and is stated as:

'The Teacher Educators in Delhi experience more of unpleasant feelings in life than the pleasant feelings which directly affects their emotional wellbeing. Hence, the Teacher Educators experience low emotional wellbeing. Further, the Teacher Educators who are in Government B.Ed. colleges and with less year of teaching experience have better emotional wellbeing as compared to their counterparts.'

In the current environment, it is important to emphasize the quality of teachers and, more specifically, teacher educators who will serve as role models for future nation-builders by providing pre-service and in-service training to teachers. Any degree of indifference or negligence on the part of teacher educators will have a significant negative impact on the cause of national growth as well as on all of mankind.

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